

State Trait Anxiety and Perceived Stress Among the High School Students Before Board Examination: A Comparison Across Working Status of the Mothers in Selected Schools of West Bengal

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ABSTRACT

Board examination, in a students' life is the big challenge to the high school students. Almost every student feels anxiety and stress before examination.

Aim: This study aims to compare state trait anxiety and perceived stress among the High School Students having working and non working mothers before board examination .

Methods: A comparative survey research was adopted on 50 high school students having working mothers and 50 high school students having non working mothers of Kolkata and Hooghly in West Bengal using simple random sampling technique. Data were collected using semi structured demographic proforma, Stress Trait Anxiety Inventory Form X -1 by Charles D.Spielberger (1968), Stress Trait Anxiety Inventory Form X-2 by Charles D.Spielberger(1968), Perceived Stress Scale by Cohen, S., Kamarck, T. and Mermelstein, R. (1983).

Result: The study findings revealed that mean score of state anxiety among the high school students having working mothers was 55.58 and the mean score among students having non-working mothers was 47.76. Mean trait anxiety score of students having working mother was 49.9 and the students having non-working mother was 43.88. Mean perceived stress score of students having working mother was 22.88 and the students having non-working mothers was 19.86. Findings also revealed that high school students having working mothers had statistically significant high state trait anxiety and perceived stress than the students having non working mothers at 0.01 level of significance.

Conclusion: The current study concluded that students of working mothers suffered from more state trait anxiety and perceived stress than the students of non working mothers.

Keyword: Board Examination, State anxiety, trait anxiety and perceived stress.

INTRODUCTION

Anxiety is generally defined as a normal emotion, a common reaction to everyday life. It represents emotional reaction to real, external threats and emotional response to threat. Trait anxiety is the habitual

tendency to be anxious in general (a trait) and is exemplified by ‘I often feel anxious’. State anxiety is the anxiety felt at the present, cross-sectional moment (state) and is exemplified by ‘I feel anxious now’. Anxiety Disorder is a blanket term that covers a number of disorders. Stress is generally defined as the body’s nonspecific response or reaction to the demands made on it or to the disturbing events in the environment. It is a process by which we perceive and cope with environmental threat and challenges. Board Examination is the most competitive period in any students’ life; as because every students aspire to pursue academic stress to achieve respect, family pride and social mobility. This results make extremely high academic demands and extraordinary pressure on students specially adolescents.

METHODS

Using simple random sampling technique 100 high school students (50 having working mothers+50 having non working mothers) were selected. Data were collected by self-reporting using valid and reliable tools viz, semi structured demographic proforma and structured questionnaires like Stress Trait Anxiety Inventory Form X -1 by Charles D. Spielberger (1968), Stress Trait Anxiety Inventory Form X-2 by Charles D. Spielberger (1968), Perceived Stress Scale by Cohen, S., Kamarck, T. and Mermelstein, R. (1983).

RESULTS

Computed data are organized and presented under various subheadings-

Table 1 Frequency and percentage distribution of demographic characteristics of of the High School students

COVariables	Frequency	Percentage	Variables	Frequency	Percentage
GENDER			RESIDING AT		
MALE	60	60	HOSTEL	30	30
FEMALE	40	40	HOME	70	70
CLASS OF STUDENTS			STREAM OF STUDY		
CLASS XI	30	30	SCIENCE	40	40
CLASS XII	70	70	ARTS	35	35
WORKING STATUS OF THE MOTHERS			COMMERCE	25	25
WORKING MOTHER	50	50			
NON WORKING MOTHER	50	50			

Table 2 Comparison state anxiety among the students of working and non-working mothers before Board Examination

Variables	N	Mean	SD	t test	critical value
Working Mother	50	55.58	10.58	3.88**	2.63

Non-Working Mother	50	47.76	9.52		
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t-test is significant at 0.01 level of significance.

Figure: 1 Graphical representation of state anxiety among the students of Working and Non-Working mothers

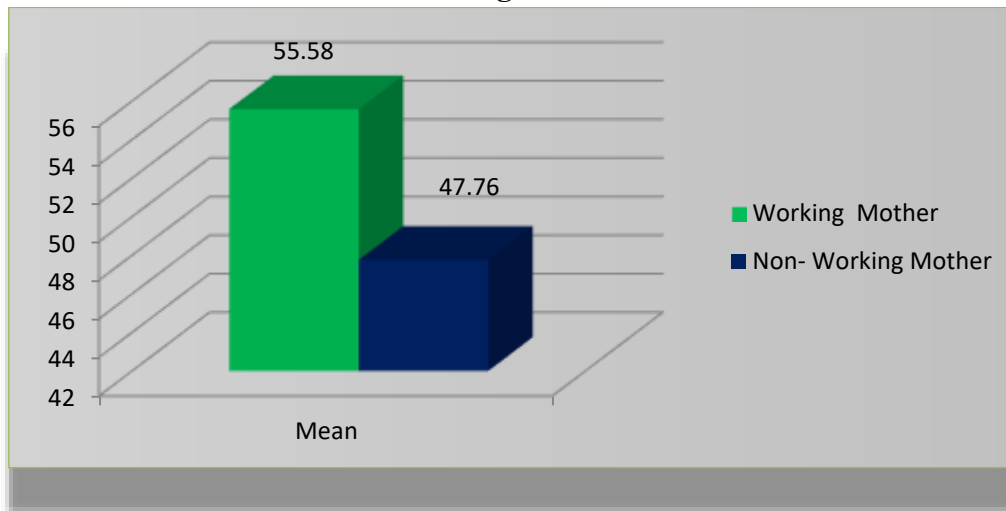


Table 3 Comparison trait anxiety among the students of working and non-working mothers before Board Examination

Variables	N	Mean	SD	t test	Critical value
Working Mother	50	49.9	8.59	3.44**	2.63
Non-Working Mother	50	43.88	8.86		

t-test is significant at 0.01 level of significance.

Figure: 2 Graphical representation of trait anxiety among the students of Working and Non-Working mothers

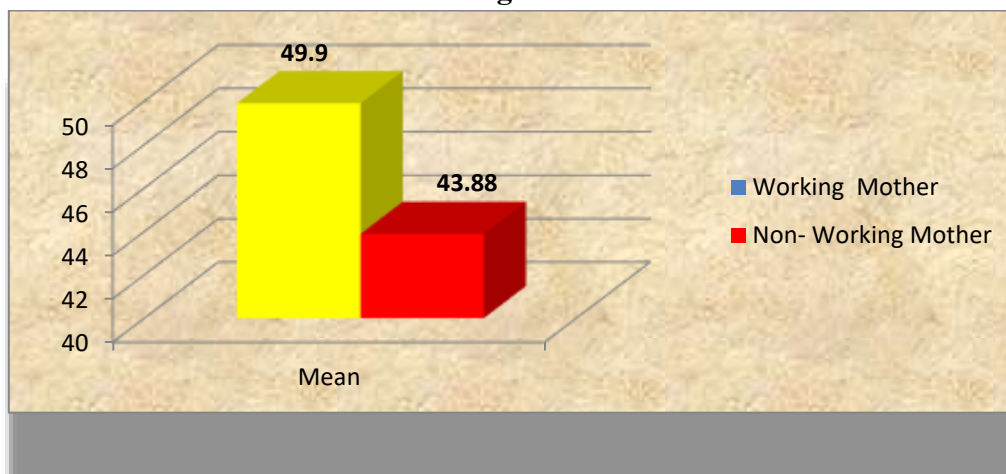
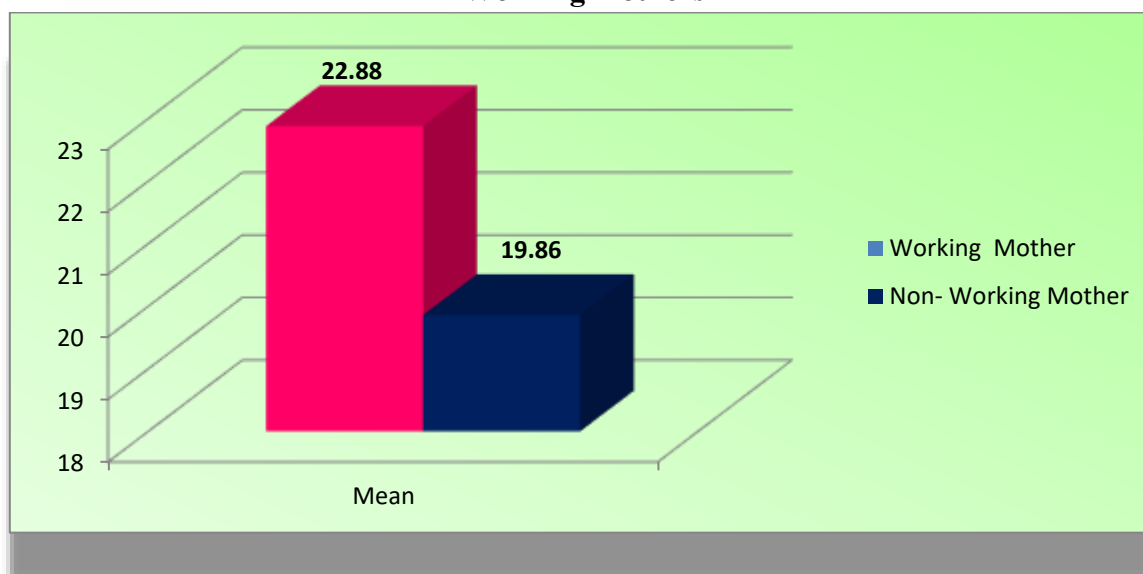


Table 4 Comparison perceived stress among the students of working and non-working mothers before Board Examination

Variables	N	Mean	SD	t test	P value
Working Mother	50	22.88	6.1	2.7**	2.63
Non- Working Mother	50	19.86	5.01		

t-test is significant at 0.01 level of significance.

Figure: 3 Graphical representation of perceived stress among the students of Working and Non-Working mothers



DISCUSSION

The present study found that there was statistically significant difference in the state and trait anxiety and perceived stress between the students of working and non working mothers before Board Examination. Children of working mothers were found to suffer from more state trait anxiety and stress than the non working mothers.

Students of working mothers may find it difficult to get quality time from the mothers. The exam related tension already makes their life enough tough, moreover, when they do not get enough support and time from the working mothers they feel more anxiety and stressed out.

Some studies are related with the present study. Studies by Bashir Muwada et al.(2019) also confirmed that positive relationships between anxiety and depression among the High School students before Board Examination.

Another study Sharma et al (2017) also found that academic stress, anxiety was directly associated with students' daily life and influences their level of academic achievement.

On the other hand in the study of A.Harasankar, (2012),it was found that there was no significant difference in case of anxiety & depression pattern of non working mothers group.

LIMITATION

The study could not be generalized beyond Kolkata and Hooghly in West Bengal and problems were fa-

ced to collect data due to Board Examination of High School students.

CONCLUSION

The present study found that there was statistically significant difference in the state trait anxiety and perceived stress between the students of working and non working mothers before Board Examination. Children of working mothers were found to suffer from more state trait anxiety and stress than the non working mothers.

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